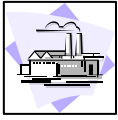
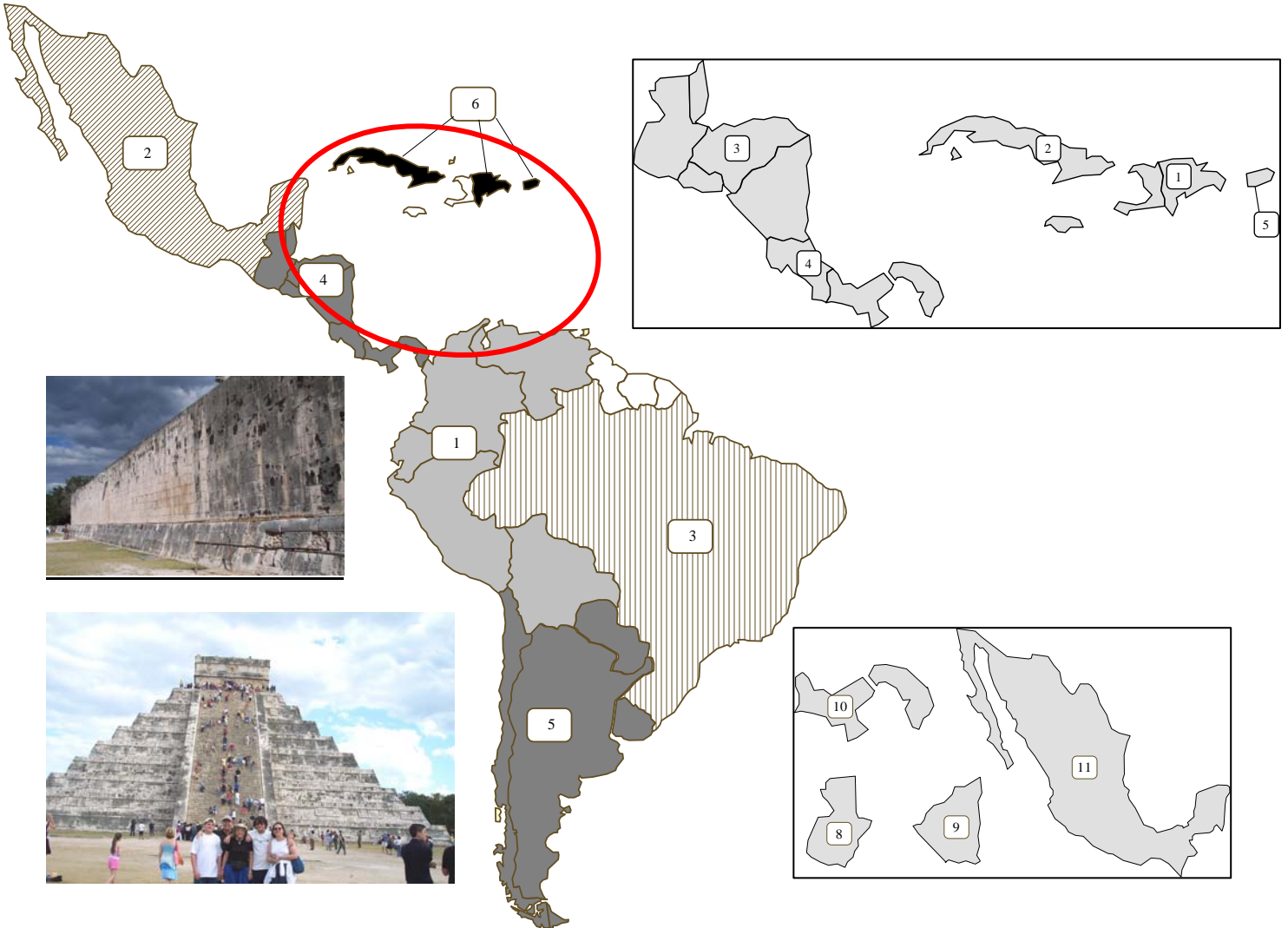


UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
DEPARTMENT OF LANGUAGES & CULTURE STUDIES



SPANISH 3030/LATIN AMERICAN STUDIES 3030 (Section 001):  
Business and Culture in the Hispanic Caribbean Region



Semester: Fall 2006  
Meeting times: TR, 9:30-10:45  
Location: COED 169

Professor: Dr. Michael Scott Doyle  
Office: COED 417, Tel. 704-687-8771; msdoyle@email.uncc.edu  
Office Hours: TR 11-12, T 3:30-4:30, and by appointment

**NOTICE TO THE PROSPECTIVE STUDENT.** This syllabus contains the policies and expectations I have established for SPAN 3030/LTAM 3030, **Business and Culture in the Hispanic Caribbean Region**. Please review the entire syllabus carefully before continuing in this course. The clearly outlined policies and expectations are intended to foster a productive learning atmosphere for all students enrolled and to provide the parameters for individual responsibility and conduct during the course. You should expect that if your conduct during class disrupts the productive learning atmosphere of mutual respect that I expect, you will not be permitted to participate further.

**THE COURSE.** Seeks to develop and enhance cultural understanding and intercultural communication skills for conducting

business in the greater Hispanic Caribbean region. The greater context or larger setting for this regional emphasis will be established through our initial reading of *Doing Business in the New Latin America: A Guide to Cultures, Practices, and Opportunities* by Thomas Becker. The Spanish-speaking Caribbean nations are, after all, linguistically and culturally part of Latin America (as opposed to North America: the United States and Canada), although geographically they are located mostly in North America (as opposed to South America), or more properly, in North America and Middle America.

The geographic and cultural range of the course covers:

- General overview of “doing business in the new Latin America” (Spanish-speaking North, Middle, and South America)
- The Greater Antilles of the Hispanic Caribbean: Puerto Rico, the Dominican Republic, and Cuba
- The Mexican Riviera
- Hispanic Caribbean Central America: Guatemala, Honduras, Nicaragua, Costa Rica, and Panama
- The Caribbean Andean Countries: Colombia and Venezuela



**OBJECTIVES.** The purpose of the course is to (1) examine historical and cultural characteristics and values in order to better



prepare business personnel and managers for more informed and effective interaction with Spanish-speaking counterparts and partners in the greater Hispanic Caribbean region, and (2) develop a comparative regional knowledge that can serve as the basis for effective cross-cultural communication and consulting in international business. The course will provide the learner with a broad cultural overview of the greater Hispanic Caribbean region, to include:

- Geographic literacy: countries, topography, climate, capitals, major cities and ports
- Population: demographics, nationalities, ethnic groups, age distribution, religion, languages (varieties of Spanish and indigenous languages), general attitudes
- Historical highlights (commonalities and differences)
- Customs and courtesies: greetings, forms of address, use of titles, kinesics and proxemics, meals and diet; concepts of time and punctuality
- Lifestyle: family structure and centrality, the individual and sense of self, the individual and the group, recreation, the arts, holidays
- Society: government, economy, transportation and communications, education and literacy levels, foreign relations and relations with the U.S.;
- Current social and economic conditions, issues, and trends, to include considerations such as:
  - Land, water and climate: from beaches, jungles, and wetlands to cloud forests and volcanoes; winter and summer; wet and dry seasons, and Acts of God
  - The very rich and the very poor, and the struggles to rise to middle class and to stay there



- Race and ethnicity: from “aborígenes” and amerindios to afro-latinos and “blancos”
- Culture as what we trade and consume: coffee (from Café Britt to Juan Valdés), sugar (mochas and the zafra), tobacco (Tabacalera de García), bananas, pineapples, palm oil, fisheries, cut flowers and ornamental plants, etc.
- Tourism: a major part of today’s regional Caribbean GNP, from “sun and beach” to cultural tourism, ecotourism, adventure tourism (white water rafting and kayaking, sport fishing, jungle treks, and canopy touring), golf tourism, and sex tourism; from Casa de Campo to Bocas del Toro, El Arenal, the Sarapiquí, and Caño Negro
- Ground transportation: from Costa Rica’s “Interbus” system to the Dominican taxi “sindicatos”
- The Panama Canal: joining two oceans 24/7 x 365 days per year, at an average cost of +\$110,000 per ship (no personal checks or credit cards accepted!), via the Miraflores, Pedro Miguel and Gatún locks, and the Corte Culebra
- Business travel, work environment, and business customs; managerial protocol and practice; negotiating; using translators and interpreters.



**BUSINESS TRIP PRESENTATION: 25-30 MINUTES**

**(ORAL PRESENTATION WITH SUBMISSION OF WRITTEN SCRIPT, POWERPOINT SLIDES, BROCHURE, ETC.):**

Since TOURISM is a major and growing economic sector of each of the countries we will study, we will use tourism itself—a detailed plan for a business trip that includes some sightseeing and relaxation as well—as a key vehicle for our learning. Businessmen and women are well advised to know as much as they can about the countries where they are doing business. While one may learn a great deal about a country and its people and customs through classes and seminars, books and articles, Web pages, consulting with those who have lived or worked there, videos, travelogues, etc., there is never a substitute for direct, firsthand knowledge gained through an actual visit and face-to-face meetings with people. Many business or professional trips include sightseeing and down-time activities. It is very useful to be able to let your foreign counterpart know that you have taken the time to get to know something about his or her country, its geography, people, and customs. This shows good will and interest in them. Business in Latin America is done people to people, that is, the human side plays a very important role in achieving success in business.

In pairs or small groups, students will prepare a travel itinerary for a six-day business trip to an assigned country. The location of the business to be explored, initiated, or conducted will be in the Caribbean part of the country. The presenter(s) will act as the travel agent who is setting up the agenda for the trip, to include the following:

- Purpose of the business trip: Why is the person traveling to X location(s)?
- Transportation to and from Charlotte
  - Dates: Any conflicts with national holidays in the host country?
  - Airline, cost, times of departing and return flights, connections (any pertinent details)
- Per diem: lodging (where, prices) and food (budget, typical food you may recommend trying)
- Currency and exchange rate with the U.S. dollar
  - Does this present any problems? How will you prepare for this foreign currency reality?
- Transportation within the country: e.g., "interbus" system in Costa Rica, the cab syndicates in the Dominican Republic, car rental
- Business sector to be explored or business to be conducted (some examples below)
  - Tourism: e.g., hotels, restaurants, transportation, advertising and public relations, employee recruitment and training, activities (types of tourism available or to be developed), insurance, security, etc.
    - For example, perhaps your purpose is to start a new ecotravel agency or service, new canopy tours, etc.
  - Agriculture: e.g., coffee, bananas, sugar, tobacco, cut flowers/ornamental plants, etc.
    - Perhaps you want to import Colombian or Costa Rican coffee for your new business, which you hope will compete with Starbucks and Caribou, etc.
  - Industry: e.g., manufacturing, "maquiladora" plants, logistics (e.g., Panama Canal, airports, major ports, land transportation), etc.
    - Perhaps you need to find a way to import or export your goods more efficiently and cost-effectively, perhaps your company wants to open up a manufacturing plant abroad, etc.
  - Services: e.g., financial, banking, advertising, logistics (freight forwarding), etc.
    - Perhaps you want to offer advertising for selected tourist resorts, banks, or transportation companies; perhaps you need to see what the logistics industry is like in X country or X location, etc.
- Who you plan to meet with and why: counterparts, managers, trade specialists, government representatives, etc.
- Sites to visit and things to do, and reasons why: e.g., beaches, volcanoes, ecosystems (jungles, rainforests, cloud forests, rivers and watersheds), archaeological ruins (world heritage sites), museums, churches and cathedrals, performances (musical, dance, sports), excursions, canopy tours, whitewater rafting, etc.

- Full schedule for the entire trip
- Cost: itemized and grand total
- Articles to pack: consideration of climate, season; bug spray, medicines, etc.

Aside from the learning that will come from such planning, it is hoped that the presentations will encourage others in the class to want to visit the countries that have been presented. Now that I know more about it, I REALLY WANT TO GO THERE!

**GUIDELINES.** *As in the real world of business, you are expected to be punctual and to come to class very well prepared.* I take roll at the beginning of each class, not after the class has begun. If you are late, you are absent. Your active and voluntary participation is required—no credit for simply showing up and warming a seat! **More than three (3) unexcused absences will result in your final grade (evaluation of job performance) being lowered automatically by five points (half a letter grade) for each absence thereafter. In other words, do not miss more than three classes during the semester!** Should extenuating circumstances require you to miss a class beyond the limit of three, **you are expected** to provide me well in advance with a compelling justification or send an email (also well in advance). My being informed after the fact is unacceptable. **NON-NEGOTIABLE: No late work will be accepted,** and there will be **no make-up quizzes or exams, and no make-up work for extra credit.** **As in the real world of business, a contract is due on the due date, and a ten-o'clock flight will not wait for you at the gate if you arrive at 10:15! Also, PLEASE, no eating, drinking, “celulares,” or other inappropriate distractions in class**—you would not do so in a formal professional meeting or during a job interview. All cell phones **must be turned off** during the class.

**NOTE.** The University has enacted “The UNC Charlotte Code of Student Academic Integrity,” presented in the “University Regulation of Student Conduct” section of the *UNC Charlotte Catalog*. Cheating, plagiarism, fabrication and falsification are expressly forbidden, i.e., one may not intentionally or knowingly present the work of another as his or her own, and one may not invent or alter information for use in any academic exercise. If you are using the ideas and words of another person, you **must** cite the source. Be especially careful when using internet sources—I will check these! All students are required to read and abide by the “Code of Student Academic Integrity.” Any violation of this Code will result in disciplinary action as provided in the Code. **This is serious business with very serious consequences!** You may also access the Code online at: <http://www.uncc.edu/policystate/ps-105.html>.

**LEARNING DISABILITIES.** Students with documented disabilities who require accommodations in this class must consult with and formally access services as soon as possible through the UNC Charlotte Office of Disability Services. Students must follow the instructions of that office, located in Fretwell Building #230, for securing appropriate accommodations.

### **GRADE DISTRIBUTION**

Active and informed participation.....	10%
Business trip presentations.....	20%
Research Paper (see attached).....	15%
Exams (2 @ 15% each).....	30%
Final Exam.....	25%

### **GRADING SCALE**

A = 90-100 POINTS
B = 80-89
C = 70-79
D = 60-69
F = BELOW 60

### **TEXTS:**

1. *Doing Business in the New Latin America: A Guide to Cultures, Practices, and Opportunities* by Thomas H. Becker. Praeger Publishers, 2004. ISBN 0-275-98132-0
2. *CultureGrams 2006: The Americas*. Axiom Press, Inc. Abbreviation = CG.
3. Web readings:
  - Most recent data in the *U.S. State Department Background Notes* (**Background Notes**). This will include the “country page” link containing additional information about U.S. relations with each country studied as well as Consular Information Sheets (**US Department of State: Travel Warnings & Consular Information Sheets**). Abbreviation = CBN.
  - Section on “Business Travel” in each *Country Commercial Guide* (**Country Commercial Guides**). Abbreviation = CCG.
  - Business etiquette guidelines published on selected countries by **Executive Planet Inc.** Abbreviation: EP.
  - Library of Congress Country Studies (LCCS—<http://lcweb2.loc.gov/frd/cs/>), a link via *U.S. State Department Background Notes*, for information re. a country’s foreign relations or relations with the U.S.

### **RECOMMENDED READING:**



- Barry, Tom. *Central America Inside Out: The Essential Guide to Its Societies, Politics and Economies*.
- Biesanz, Mavis Hiltunen. *The Ticos: Culture and Social Change in Costa Rica*.
- de las Casas, Bartolomé. *A Short Account of the Destruction of the Indies*. Trans. by Nigel Griffin. Penguin Books, 1992. ISBN 0-14-044562-5
- Friar, William. *Portrait of the Panama Canal: From Construction to the Twenty-First Century*. Graphic Arts Center 2001.
- Kinght, Franklin W. and Colin A. Palmer. *The Modern Caribbean*.  
*Lonely Planet* series.
- McCullough, David. *Path Between the Seas: The Creation of the Panama Canal, 1870-1914*. Simon and Schuster.
- Mintz, Sidney Wilfred and Sally Price. *Caribbean Contours (The Johns Hopkins Studies in Atlantic History and Culture)*.  
*Panama Canal*. Ediciones Balboa, 2005.
- Patullo, Polly. *Last Resorts: The Cost of Tourism in the Caribbean*. New York UP 2005. ISBN 158367117X
- Perivolaris, John Dimitri. *Cultures of the Hispanic Caribbean*.
- Puri, Shalini. *The Caribbean Postcolonial: Social Equality, Post-Nationalism, and Cultural Hybridity*.
- Rogozinski, Jan. *A Brief History of the Caribbean: From the Arawak and the Carib to the Present*.
- Weaver, Frederick S. *Inside the Volcano: The History and Political Economy of Central America*.
- Weeks, John. *The Economies of Central America*.
- Williams, Eric. *From Columbus to Castro : The History of the Caribbean 1492-1969*.

- \*Axtell, Roger E. *Do's and Taboos Around the World*. New York: John Wiley & Sons, Inc., 1985.
- \_\_\_\_\_, Tami Briggs, Margaret Corcoran, and Mary Beth Lamb. *Do's and Taboos Around the World for Women in Business*. New York: John Wiley & Sons, Inc., 1997.
- \* \_\_\_\_\_. *Gestures: The Do's and Taboos of Body Language Around the World*. New York: John Wiley & Sons, Inc., 1990.
- \_\_\_\_\_. *The Do's and Taboos of International Trade—A Small Business Primer*. New York: John Wiley & Sons, Inc., 1990.
- Copeland, Lennie and Lewis Griggs. *Going International: How to Make Friends and Deal Effectively in the Global Marketplace*. New York: Penguin Group, 1985.
- Devine, Elizabeth, and Nancy L. Braganti. *The Traveler's Guide to Latin American Customs and Manners*. New York: St. Martin's Press, 1988.
- \*Diamond, Jared. *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking Penguin, 2005. Two chapters are of interest: #5, "The Maya Collapses" and #11, "One Island, Two Peoples, Two Histories: The Dominican Republic and Haiti."
- Ferraro, Gary P. *The Cultural Dimension of International Business*, 3<sup>rd</sup> ed. Prentice Hall, 1998.
- \*Foster, Dean. *The Global Etiquette Guide to Mexico and Latin America*. New York: John Wiley & Sons, 2002.
- \*Friedman, Thomas L. *The World Is Flat: A Brief History of the Twentieth-Century*. New York: Farrar, Straus and Giroux, 2005. **MAKE THIS A BOOK THAT YOU READ THIS YEAR!**
- Fryer, T. Bruce and Hugo J. Faria. *Talking Business in Spanish: Dictionary and Reference for International Business*. New York: Barron's Educational Series, Inc., 1987.
- Gorden, Raymond L. *Living in Latin America: A Case Study in Cross-Cultural Communication*. Lincolnwood, IL: NTC, 1995.
- Harris, Philip R. and Robert T. Moran. *Managing Cultural Differences*. Gulf Publishing Co., 1993.
- \*Morrison, Terri and Wayne A. Conaway. *The International Traveler's Guide to Doing Business in Latin America*. New York: Macmillan, 1997.
- \_\_\_\_\_, Wayne A. Conaway, and George A. Borden. *Kiss, Bow, or Shake Hands: How To Do Business in Sixty Countries*. Holbrook, MA: Bob Adams, Inc., 1994.
- \*Ricks, David A. *Blunders in International Business*. Blackwell 1993.
- The World Almanac and Book of Facts 2006*. New York: World Almanac Books, 2006.



## SCHEDULE

## Week 1

August 22 Introduction to the course: Syllabus, texts and supplementary Web sites. Foundational considerations: geography, climate, demography, languages, history, values, economics and business. Some definitions of “culture.” Geographic literacy worksheet (included in syllabus). Begin learning to identify Spanish-speaking regions and countries on a blank map (to include nationalities, capitals, and currencies).

24 *Doing Business in the New Latin America*, pp. 1-29.

## Week 2

29 *Doing Business in the New Latin America*, pp. 30-64.

31 *Doing Business in the New Latin America*, pp. 65-92.

## Week 3

September 5 *Doing Business in the New Latin America*, pp. 93-top of 116.

7 *Doing Business in the New Latin America*, pp. 116-147.

## Week 4

12 *Doing Business in the New Latin America*, pp. 149-bottom of 184.

14 *Doing Business in the New Latin America*, pp. 184-bottom of 214.

## Week 5

19 *Doing Business in the New Latin America*, pp. 214-243.

21 **EXAM I.**

## Week 6

26 *CultureGrams* 2006, pp. 109-112. The Commonwealth of **PUERTO RICO**, part of the Greater Antilles of the Hispanic Caribbean. Overview of geography, history, and economy. Rum, tourism (from the Condado to Icacos, El Yunque, el Parque de Bomberos, La Parguera, Cabo Rojo, Rincón, the Observatorio de Puerto Rico, and the Cavernas de Camuy), pharmaceuticals. Culture, customs, and doing business.

28 *CultureGrams* 2006, pp. 49-52. The **DOMINICAN REPUBLIC**, also part of the Greater Antilles of the Hispanic Caribbean. Overview of geography, history, and economy. Tourism (types, markets, competition), the boom in construction (e.g., Casa de Campo), haves and have-nots, Haitian labor. Tabacalera de García. Taxi syndicates. Culture, customs, and doing business.

## Week 7

October 3 *CultureGrams* 2006, pp. 45-48. **CUBA**, also part of the Greater Antilles of the Hispanic Caribbean. Overview of geography, history, and economy. The Castro brothers (Fidel and Raúl), the embargo, a centralized economy, ties to Chávez in Venezuela. Culture, customs, and doing business.

5 **CUBA: Guest speaker, Mr. Rusty Price.**

## Week 8

10 **FALL BREAK – NO CLASS MEETING**

October 12 *CultureGrams* 2006, pp. 85-88. **MEXICO** (the **UNITED MEXICAN STATES**, Estados Unidos Mexicanos). Overview of geography, history, and economy. The Mexican or Mayan Riviera (“Stretching

from Punta Brava just south of Cancun International Airport to Punta Allen just south of Tulum,” [http://www.travelyucatan.com/mayan\\_riviera\\_mexico.php](http://www.travelyucatan.com/mayan_riviera_mexico.php)): from the Mayan civilization (Chichén Itzá, Tulum and Cobá) to tourism in Cancún, Xel-Há, Isla Mujeres, and Cozumel; the cenotes; rich and poor. Culture, customs, and doing business. Hand in homework.

#### Week 9

- 17 View video in class: *Doing Business in Mexico*. Discussion.
- 19 Student presentation on a business trip to the Mayan Riviera (to include information on the making of Cancún and the Riviera, how and when they came to be).

#### Week 10

- 24 *CultureGrams* 2006, pp. 65-68. **GUATEMALA**, part of Central or Middle America. Overview of geography, history, and economy. Civil war and peace; *ladinos* and *indígenas*; the Bahía de Amatique and Puerto Barrios. Culture, customs, and doing business. Student business trip presentation.
- 26 *CultureGrams* 2006, pp. 77-80. **HONDURAS**, part of Central or Middle America. Overview of geography, history, and economy. Hurricanes, tourism, and the maras. Culture, customs, and doing business. Student business trip presentation.

#### Week 11

- 31 **EXAM II.**
- November 2 *CultureGrams* 2006, pp. 93-96. **NICARAGUA**, part of Central or Middle America. Overview of geography, history, and economy. From Puerto Cabezas to Bluefields; war, peace, rebuilding infrastructure, emigration to Costa Rica. Culture, customs, and doing business. Student business trip presentation.

#### Week 12

- 7 Guest speaker: Mr. Gilberto Bergman Morea, Honorary Consul of Nicaragua.
- 9 *CultureGrams* 2006, pp. 41-44. **COSTA RICA**, part of Central or Middle America. Overview of geography, history, and economy. Ecotourism, adventure tourism, and the logistics of transportation and lodging (Interbus). Culture, customs, and doing business. Student business trip presentation. Hand in homework.

#### Week 13

- 14 *CultureGrams* 2006, pp. 97-100. **PANAMA**, part of Central or Middle America. Overview of geography, history, and economy. The Panama Canal, international banking (“lavamos, secamos y planchamos dinero”); from Darien to San Blas to Bocas. Culture, customs, and doing business. Hand in homework.
- 16 Free day to work on research paper.

#### Week 14

- 21 *CultureGrams* 2006, pp. 37-40. **COLOMBIA**, part of South America. Overview of geography, history, and economy. Barranquilla and Cartagena; Juan Valdés, cut flowers, drugs and law and order. Culture, customs, and doing business. Student business trip presentation.
- 23 **DÍA DE SANGIVIN: NO HAY CLASE**

#### Week 15

- November 28 Guest speaker: Mr. Manuel González, UNC Charlotte.



30 *CultureGrams* 2006, pp. 145-148. **VENEZUELA**, part of South America. Overview of geography, history, and economy. Oil and more oil, politics and hemispheric influence. Culture, customs, and doing business. Student business trip presentation.

**Week 16**

December 5 Hand in research paper. Review for FINAL EXAMINATION. Student course evaluations. Final exam TBA.

## GEOGRAPHIC LITERACY WORKSHEET

Identify countries and their nationalities, capitals, and currencies



## SPANISH 3030: BUSINESS AND CULTURE IN THE HISPANIC CARIBBEAN REGION

### TERM PAPER: FORMAT AND SAMPLE TOPICS

A research paper is due in this class no later than Tuesday, December 5, 2006. You are welcome to submit the term paper before its due date; indeed, I highly recommend doing so. No specific topic is assigned for this term paper, rather you are to choose a course-related topic in which *you* are interested. Requirements include:

- Length: 8 typed pages—seven for the actual term paper; page 8 will be used for Works Cited/Works Consulted
  - GIVEN THIS LENGTH, THERE IS NO ROOM FOR FLUFF!
- MLA format: typed (computer—Word), double-spaced, 12-point Times Roman font
- Research: at least five (5) sources must be consulted and figure into the term paper; documentation and citations must be clear and thorough
- Must have a good title; clear, coherent, and balanced structure; a good introduction and a good conclusion (again, a good coherent, “circular” structure from beginning to end)
- Must have style and tone of a research paper (see MLA)
- Must contain your own ideas and conclusions
- Avoid any possibility of plagiarism!

#### SAMPLE TOPICS (these are merely examples)

- How To Do Business Successfully in Puerto Rico and the Dominican Republic
- U.S. Trade and Business Prospects with Cuba
- The Economies of the Hispanic Greater Antilles Islands: Puerto Rico, the Dominican Republic, and Cuba
- Natural Disasters and Their Impact on the Economies of XX (the Spanish-speaking Caribbean, Caribbean Central America, etc.)
- Race, Ethnicity, and Culture in the Hispanic Caribbean Region (or in X country)
- Marketing and Advertising in the Hispanic Caribbean Region: Language and Cultural Mistakes and How To Avoid Them
- A Plan for Cross-Cultural Consulting Between the U.S. and the Hispanic Caribbean Region
- The Maquila Industry in the Hispanic Caribbean Region (or in X country)
- A Cross-Cultural Comparison of Business (Managerial) Practices in the United States and the Hispanic Caribbean Region
- Past, Present, and Future of the Panama Canal Zone
- Business Outlook for the Panama Canal
- International Banking and Corruption in Panama
- Women and Business in the Hispanic Caribbean Region (or in X country)
- Tourism in the Spanish-speaking Caribbean (in Caribbean Central America, or in X country)
- Ecotourism in Costa Rica (or in X country, in Central America, in the Hispanic Caribbean Region, etc.)
- Employment, Unemployment, and Underemployment in the Hispanic Caribbean Region (or in X country)
- Natural Resources in the Hispanic Caribbean Region: Abundance, Sustainability or Depletion? (or in X country)
- Wealth and Poverty in the Hispanic Caribbean Region: the Socioeconomics of Class Structure (or in X country)
- Attitudes the Hispanic Caribbean Region Toward the United States and How These May Affect Doing Business (or in X country)
- The Language of Gestures in the the Hispanic Caribbean Region
- National Symbols of the Hispanic Caribbean Region: Historical and Cultural Documents for the Business Traveler
- Case Studies of Companies such as Café de Britt, 100% Colombian Coffee (Juan Valdés), Bacardi Rum, etc.
- Translation, Interpretation, and International Business the Hispanic Caribbean Region